



ARIZONA DEPARTMENT OF EDUCATION
PROCUREMENT SECTION
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SOLICITATION NO. RFP ED09-0004

Arizona Instrument to Measure Standards, Augmented
with Abbreviated Nationally Standardized Norm
Referenced Achievement Test,

AMENDMENT NO. 02

Solicitation Due Date: December 23, 2008

Page 1 of 14 Pages

A signed copy of this amendment must be received by the Arizona Department of Education Contracts and Purchasing Unit as part of the offeror's proposal, or not later than the Solicitation due date and time.

1. The following exhibits shall be added to Solicitation ED09-0004 for informational purposes.

- Exhibit 7.11 – Draft AIMS EA Pamphlet
- Exhibit 7.12 – Draft ADE Alternate Assessment Determination Form
- Exhibit 7.13 – ADE Alternate Assessments Power Point Presentation

EXCEPT AS PROVIDED HEREIN, ALL TERMS AND CONDITIONS OF THE SOLICITATION REMAIN UNCHANGED.

Offeror hereby acknowledges receipt and understanding of this solicitation amendment

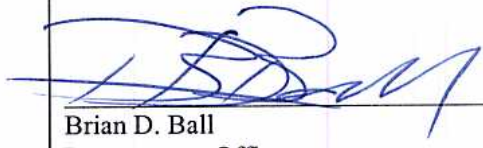
This solicitation amendment is hereby executed this 25th day of November 2008, at Phoenix, Arizona.

Name of Company / Agency

Typed Name and Title

Signature

Date


Brian D. Ball
Procurement Officer
Procurement Section
Arizona Department of Education

Coming Soon...

**Arizona's
Instrument to
Measure
Standards with
Enhanced
Accessibility**

A brief Q&A on the AIMS EA.

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Arizona Department of Education
1535 West Jefferson Street, Bin #6
Phoenix, Arizona 85007
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Testing Inquires:
Testing@azed.gov

What is the AIMS EA?

The AIMS EA is the newest addition to Arizona's Instrument to Measure Standards. It is designed for students receiving special education services. AIMS EA is the AIMS assessment for Grades 4–8 and HS with enhanced accessibility in mathematics and reading.

The AIMS EA is based on grade level content standards with *modified academic achievement standards*. For more information on modified achievement standards, please see the US Federal Government non-regulatory guidelines at www.ed.gov/policy/special/guid/nclb/twopercent.doc.

What does Enhanced Accessibility mean?

The AIMS EA is designed to make the AIMS test more accessible to students with learning disabilities. The test will have enhancements that may allow greater access to the performance objective that is being assessed. Enhancements may include:

- simplified directions
- greater white space
- boxed questions
- three answer choices
- reading questions embedded within the passages
- graphics where appropriate
- students will answer in test booklets.

Who can participate in the AIMS EA?

1. The student must have an IEP.
2. The student must also have three years of State Assessment Data that shows the student has not and will *not* be able to demonstrate content mastery of the grade level academic standards through further administration of the AIMS. This data should come from a state assessment: AIMS, TerraNova, or another state's standardized assessment.
3. The student must also have two other forms of predictive data showing the lack of content mastery. This data can come from school district assessments, RTI, related services, and many other forms of predictive data.

For more specific guidelines and data examples, refer to the Alternate Assessment Eligibility Determination Form.

How do I know if my student should participate in the AIMS EA?

Each student's IEP team will determine participation in the AIMS EA based on the Alternate Assessment Eligibility Determination Form. This form will be available through the ADE Assessment web page in February of 2009, or by emailing the ADE Assessment Section at Testing@azed.gov. All students with IEPs are not required to participate. It is an IEP team decision.

What content areas does the AIMS EA cover?

The AIMS EA will be available for mathematics and reading. A student may qualify to participate in one or in both areas. The student does not have to take both AIMS EA mathematics and reading. The student will participate only in the area that the IEP team determines is appropriate. The student will also still participate in AIMS for science (4, 8, and HS) and writing.

How does this affect my school's AIMS reporting for AYP?

This AIMS EA allows for 2% additional alternate assessment proficiency reporting for AYP purposes. This is in addition to the 1% for AIMS A. For more information on this, please refer to the US Federal Government non-regulatory guidelines at www.ed.gov/policy/special/guid/nclb/twopercent.doc.

When will the AIMS EA be available?

The AIMS EA development and eligibility training is happening now. The items will be field tested in September of 2009. The first administration of the live test will be spring of 2010, available for Grades 4–8 and HS.

Arizona Department of Education
Alternate Assessment Eligibility Determination

11/05/2008

The Arizona Department of Education offers three assessments in compliance with the US Department of Education federal regulations. Please see the Eligibility Decision Flow Chart to guide you through which assessment would best suit your student with special needs.

AIMS A (Alternate) <ul style="list-style-type: none"> Assesses grades 3–8 and high school Includes mathematics, reading, and science Qualifying students must be assessed in <i>all</i> areas Based on Arizona Alternate Academic Content Standards <i>Alternate Academic Achievement Standards</i> 	AIMS EA (Enhanced Accessibility) <ul style="list-style-type: none"> Assesses grades 4–8 and high school Includes mathematics and reading Qualifying students may take reading and/or math <i>and</i> AIMS for science and writing Based on Arizona Academic Content Standards <i>Modified Academic Achievement Standards</i> 	AIMS <ul style="list-style-type: none"> Assesses grades 3–8 and high school Includes mathematics, reading, science, and writing Based on Arizona Academic Content Standards
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STUDENT NAME:			
DATE OF BIRTH:		AGE:	
SCHOOL:		GRADE LEVEL:	

Disability Categories		
<input type="checkbox"/> MIMR* <input type="checkbox"/> MOMR* <input type="checkbox"/> SMR <input type="checkbox"/> MD with MR component <input type="checkbox"/> MDSSI with MR component <input type="checkbox"/> TBI with MR component <input type="checkbox"/> Autism with MR component	<input type="checkbox"/> Autism <input type="checkbox"/> MR* <input type="checkbox"/> ED <input type="checkbox"/> HI <input type="checkbox"/> VI <input type="checkbox"/> OHI <input type="checkbox"/> SLI <input type="checkbox"/> OI <input type="checkbox"/> SLD <input type="checkbox"/> TBI	

↓

**GO TO
PART I**

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**GO TO
PART II**

*Please note that students with MR may qualify for *any* of the AIMS assessments. The severity of their cognitive ability would be the determining factor, as well as their access to grade level instruction.

Part I: AIMS A Eligibility Requirements

In order to be considered for the AIMS A students **must** meet all three of the following criteria.

1. Evidence of a Significant Cognitive Disability

Empirical evidence (formal testing results, multidisciplinary evaluation team results, etc.) of a significant cognitive disability prevents the acquisition of the Arizona Academic Standards. Please note that students with learning disabilities who have overall intellectual and/or adaptive behavior abilities within the average range are **not** students with a *significant* cognitive disability.

Check disability category:

- ☐ MIMR ☐ MCMR ☐ SMR ☐ MD with MR component ☐ MDSSI with MR component
☐ TBI with MR component ☐ Autism with MR component
☐ Other _____ (Student functions *like* a student with MIMR across **all** areas- commensurate abilities in reading, writing, **and** mathematics, Adaptive Behavior scores, and measures of intellectual abilities.)

Example 1: An 8th grade student functioning at 2nd grade in reading and writing and at 4th grade level in mathematics does not qualify under criteria 1.

Example 2: A 10th grade student functioning at the 2nd grade level in reading, writing, and mathematics does qualify under criteria 1.

The student meets the *Evidence of a SCD* criterion for AIMS A eligibility.

____ Yes ____ No **Comments:** _____

2. Intensity of Instruction

It is extremely difficult for the student to acquire, maintain, generalize, and apply academic skills across environments, even with extensive/intensive, pervasive, frequent, and individualized instruction in multiple settings.

The student meets the *Intensity of Instruction* criterion for AIMS A eligibility.

____ Yes ____ No **Comments:** _____

3. Curricular Outcomes

The goals and objectives in the student's IEP focus on enrolled grade-level *Alternate Arizona Academic Standards* (www.ade.az.gov/standards , click on AIMS A).

The student meets the *Curricular Outcomes* criterion for AIMS A eligibility.

____ Yes ____ No **Comments:** _____

The student is eligible for AIMS A.

____ **Yes** (If **all** responses above are marked **Yes**, the student qualifies for AIMS A. Skip to Part III.)

____ **No** (If **any** response above is marked **No**, the student does not qualify to participate in AIMS A. Proceed to Part II for eligibility for AIMS EA.)

Part II: AIMS EA Eligibility Requirements

If you marked **Yes** on all previous questions of the AIMS A criteria, that student would be excluded from AIMS EA eligibility. In order to be considered for the AIMS EA in mathematics and/or reading, students must meet **both** of the following criteria.

1. State Assessment History

If a student has **not** passed AIMS, *TerraNova*, or another state's assessment during the last **three** years, with or without standard accommodations the student may be eligible for AIMS EA. **AIMS EA begins at the 4th grade.**

AIMS/TerraNova/Another State's Assessment Scores for the last three years							
Subject	Grade Level:		Grade Level:		Grade Level:		
	SS / %ile	PL / Sta.	SS / %ile	PL / Sta.	SS / %ile	PL / Sta.	
Mathematics							
Reading							

The student's scores should lie within the mid of the *Approaches* to the *Falls Far Below* categories on three previous AIMS. If the scores are from another State's standardized assessment, consider the levels *below* proficiency or the percentile/stanines *below* which a typical grade level student would be considered average or meet proficiency.

The student meets the State Assessment History criterion for AIMS EA eligibility.

Mathematics ☐ Yes ☐ No
 Reading ☐ Yes ☐ No

2. Additional Data

Based on all available predictive data, the IEP team has determined that this student will **not** be able to demonstrate content mastery of the grade level academic standards through further administration of the AIMS, but may be able to with *enhanced accessibility*. See below examples of evidence to consider and **use a minimum of 2 additional data sources**. Please attach additional documentation to this form.

- District assessments or other comparable measurement
- Performance on other assessments that can validly document academic achievement
- Response to Intervention documentation (i.e. DIBELS, Reading First)
- Measurable progress on IEP goals aligned to academic standards
- Data from supplementary services
- Collection of IEP stakeholders' documentation (*parents, related service personnel etc.*)
- Data collected with the use of Standard Accommodations

The student meets the Additional Data criterion for AIMS EA eligibility.

Mathematics ☐ Yes ☐ No
 Reading ☐ Yes ☐ No

The student is eligible for AIMS EA.

☐ **Yes** (If responses are marked **Yes** for mathematics and/or reading in **both #1 & #2**, the student qualifies for AIMS EA in reading and/or mathematics.)

The student is eligible for AIMS EA in the following content area(s).

☐ **Mathematics** ☐ **Reading**

☐ **No** (If **all** responses above are marked **No**, the student does not qualify to participate in AIMS EA and must take AIMS in all areas.)

Part III: Parent Notification

Parents must be notified that the student's AIMS assessment will be based on alternate or modified academic achievement standards.

Measurement of Academic Achievement

Child's academic achievement will be measured by the most appropriate assessment as determined by the IEP team and the above documentation and data.

☐ AIMS A

☐ AIMS EA (____ Mathematics ____ Reading)

☐ AIMS (____ Mathematics ____ Reading) *and Science and Writing*

Potential Consequences

Are there any effects of state or local policies that would preclude completion requirements for a regular High School Diploma for the child participating in either test?

☐ Yes

Explain: _____

☐ No

Documentation Requirements for Informing Parents

If a parent/legal guardian participated in the IEP meeting during which the Eligibility Determination Form was completed, then the parent signature on the IEP cover page will suffice.

If the parent did **not** participate in the IEP meeting, then contact the parent to discuss the points above.

☐ Parent contacted through letter dated _____.

☐ Parent contacted via phone by _____ on _____.

Date of Eligibility Determination: _____

IEP team members present in decision eligibility determination:



Alternate Assessments

Draft



Need for Modified Assessment

The assessment options for students with disabilities include the following:

- Participation in a general grade-level (AIMS) assessment.
- Participation in a general grade-level assessment (AIMS) with accommodations.
- Participation in an alternate assessment based on alternate academic achievement standards (AIMS A).
- Participation in an alternate assessment based on modified academic achievement standards (AIMS EA).
- See NCLB Modified Academic Achievement Standards Non-Regulatory Guideline from July 2007 for more information www.ed.gov/policy/special/guid/nclb/twopercent.doc

AIMS with Enhanced Accessibility



- Students are still assessed on grade level content standards- achievement standards are modified
- AIMS EA will match the standard AIMS blueprints
- AIMS EA items are made more accessible (bias-free test items; simple, clear instructions and procedures; maximum readability and comprehensibility; and optimal legibility)

AIMS EA



- Students will respond in Test Booklets
- Passages and Items will have a clear font
- Items may be boxed
- Items may be placed within the passages
- Passages may be shortened of extraneous information
- Wording and instructions may be more concise
- Items have only three answer choices
- Graphics may be added

Samples

"Why
claimed.

Rosalinda will
ask us
tell her
said, she
month."

at
the plan.
me
in in
in
may ask
about
clue."

of
Rosalinda,
e?"

this. Everyone in school will agree that the
auditorium is under lock and key."

Mrs. McTavish applauded. "Great,
Mike, you even made it rhyme."

1 Why does Mrs. McTavish have
Rosalinda ask each student a
question and ask for a clue?

- ☐ **A** The students will feel part of
the mystery.
- ☐ **B** Rosalinda can learn about her
new classmates.
- ☐ **C** Mrs. McTavish wants to know
more about the students.

Day after day, Rosalinda learned
about her classmates and collected clues.

3 Look at the table.

Average Daily Temperatures by Month (In degrees Fahrenheit)

	Feb	Mar	Apr	May	Avg. Mo. Increase
Benson	64°	70°	80°	82°	+6°
Flagstaff	49°	52°	69°	76°	+9°
Phoenix	75°	81°	89°	?	+7°
Tucson	68°	74°	83°	86°	+6°

Predict the average daily temperature in May for Phoenix if it incre
the average shown.

- ☐ **A** 82°F
- ☐ **B** 96°F
- ☐ **C** 98°F

Reading

Math

AIMS EA



- Assessment will mirror full range of grade level content standards
- Will meet AIMS blueprint, but may have less items
- Same depth of knowledge will be maintained
- Students may take AIMS EA and/or AIMS for reading and/or math based on eligibility
- 2% cap for AYP reporting

AIMS EA Students

- Students must have IEPs
- Three-year history of AIMS, TerraNova, and/or other state assessments showing the student has **NOT** scored within MEETS category (or passed)
- Scores should be within the FALLS FAR BELOW through the middle of the APPROACHES categories
- Two additional data sources must show that the student will **not** be able to demonstrate content mastery through further administration of AIMS
- IEP Team must make determination for eligibility